Appendix table 7-3.
Level of public interest in selected policy issues, by sex and level of education: 2001
(Mean index scores)

Sex and level of education	New medical discoveries	Local school issues	Environmental pollution	Issues about new scientific discoveries	Economic issues and business conditions	Use of new inventions and technologies	Military and defense policy	International and foreign policy issues	Agricultural and farm issues	Space exploration	Sample size (number)
All adults	80	74	70	69	67	66	60	53	52	50	1,574
Male	75	69	69	72	71	71	66	58	54	57	751
Female	86	79	71	67	64	62	55	48	51	43	823
Formal education											
Less than high school	73	77	67	57	53	54	56	39	52	39	116
High school graduate	82	74	70	70	69	67	62	53	53	50	834
Baccalaureate degree	81	74	71	75	74	72	60	62	49	57	393
Graduate/professional degree	82	72	75	78	75	74	60	68	49	56	221
Science/mathematics education level[a]											
Low	80	75	71	65	65	62	62	48	56	44	674
Middle	81	75	66	71	70	68	58	56	47	52	469
High	81	71	73	78	70	75	60	61	49	61	431

[a]Respondents were classified as having a "high" level of science/mathematics education if they took nine or more high school and college science/mathematics courses. They were classified as "middle" if they took six to eight such courses and "low" if they took five or fewer.

NOTES: Respondents were read the following statement: "There are a lot of issues in the news, and it is hard to keep up with every area. I'm going to read you a short list of issues, and for each one—as I read it—I would like you to tell me if you are very interested, moderately interested, or not at all interested." Responses were converted to a 0–100 scale by assigning value of 100 for a "very interested" response, 50 for "moderately interested," and 0 for "not at all interested." Indices were obtained by adding all values for each policy issue and computing the average.

SOURCE: National Science Foundation, Division of Science Resources Statistics (NSF/SRS), NSF Survey of Public Attitudes Toward and Understanding of Science and Technology, 2001.

See figure 7-2 in Volume 1.